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ABSTRACT

This manual is designed to help schools in the development, implementation, and evaluation of activities that assist individuals with special needs in making vertical transitions from school to postsecondary training or employment and horizontal transitions between the school, home, and community. It presents, in section 1, a model that accommodates the active collaboration of administration, agencies, special and vocational educators, clients, parents, guidance personnel, and employers. A figure presents the six-stage model designed to address the collaborative community-based transition process. Sections II, III, and IV address development of an internal steering committee, development of a transition core team, and the conduction of a community survey. Section V focuses on implementation of a community action plan, a phase that includes interagency collaboration, parent training, and school personnel training. In section VI, individualization of the transition process is discussed. The following issues that the core team must resolve during this phase, in collaboration with local school personnel, are covered: identification of schools and students for transition, in-school transitional planning, and development of the individual transition team. Section VII is a brief discussion of annual evaluation. Survey instruments and 23 references are appended. (YLB)

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PREFACE

Assisting individuals with special needs to make appropriate vertical transitions from school to post-secondary training and/or employment settings, and successful horizontal transitions between the school, home, and community is the focus of this manual. Clearly, collaboration and cooperation among administration, agencies, special educators, vocational educators, clients, parents, guidance personnel, and employers is critical to comprehensive transitional planning. This model accommodates the active involvement and collaboration of related personnel to ensure that the development, implementation, and evaluation of transition activities are carried out in a timely and professional manner.

It is my hope that this manual is helpful to you and your district in achieving these objectives.

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(February, 1988)

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Although Public Law 94-142, the Education for Handicapped Children Act (1975), mandated both a "free" and "appropriate" education for all school age children with disabilities, until recently, few individuals or agencies concerned with the field of special education had even publicly questioned the impact this legislation would have upon children with special needs--after they were no longer children! This issue, however, has received considerable attention during the past few years (Bell, 1988; Ianacone & Stodden, 1985; Will, 1986; Hasazi, Gordon, & Roe, 1985). According to Madeleine Will, Assistant Secretary for Special Education and Rehabilitation Services, between 250,000 and 300,000 students with handicaps are leaving publicly supported education programs each year (1984). Often, individuals leave the security of the public schools only to experience the insecurity of joblessness. Recently, the Bureau of the Census (1982) reported that between 50 and 83 percent of all adults with disabilities are unemployed. Moreover, those individuals who do gain access to employment usually have lower wages and are slower to move toward upward employment than their nondisabled peers (Department of Labor, 1979).

While the P.L. 94-142 provision to provide a free education to the nation's handicapped may be cautiously assumed, the high unemployment rate among adults with disabilities clearly suggests that voids exist not only within the special education curricular design, but also in the network of supportive services provided to

individuals with special needs at and beyond their point of departure from the public schools. Thus, the strategies traditionally employed under P.L. 94-142 may need re-examination.

The U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS) has subsequently identified a critical need to promote the successful school-to-work transition of youths and adults with handicaps (Will, 1986). Hence, establishing the transition of individuals with special needs from school to working life has become a national educational priority (Rusch & Phelps, 1987). The transition from school to working life is defined by OSERS as:

> an outcome-oriented process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional post-secondary education or adult services, and the initial years in employment (Will, 1984, p. 2).

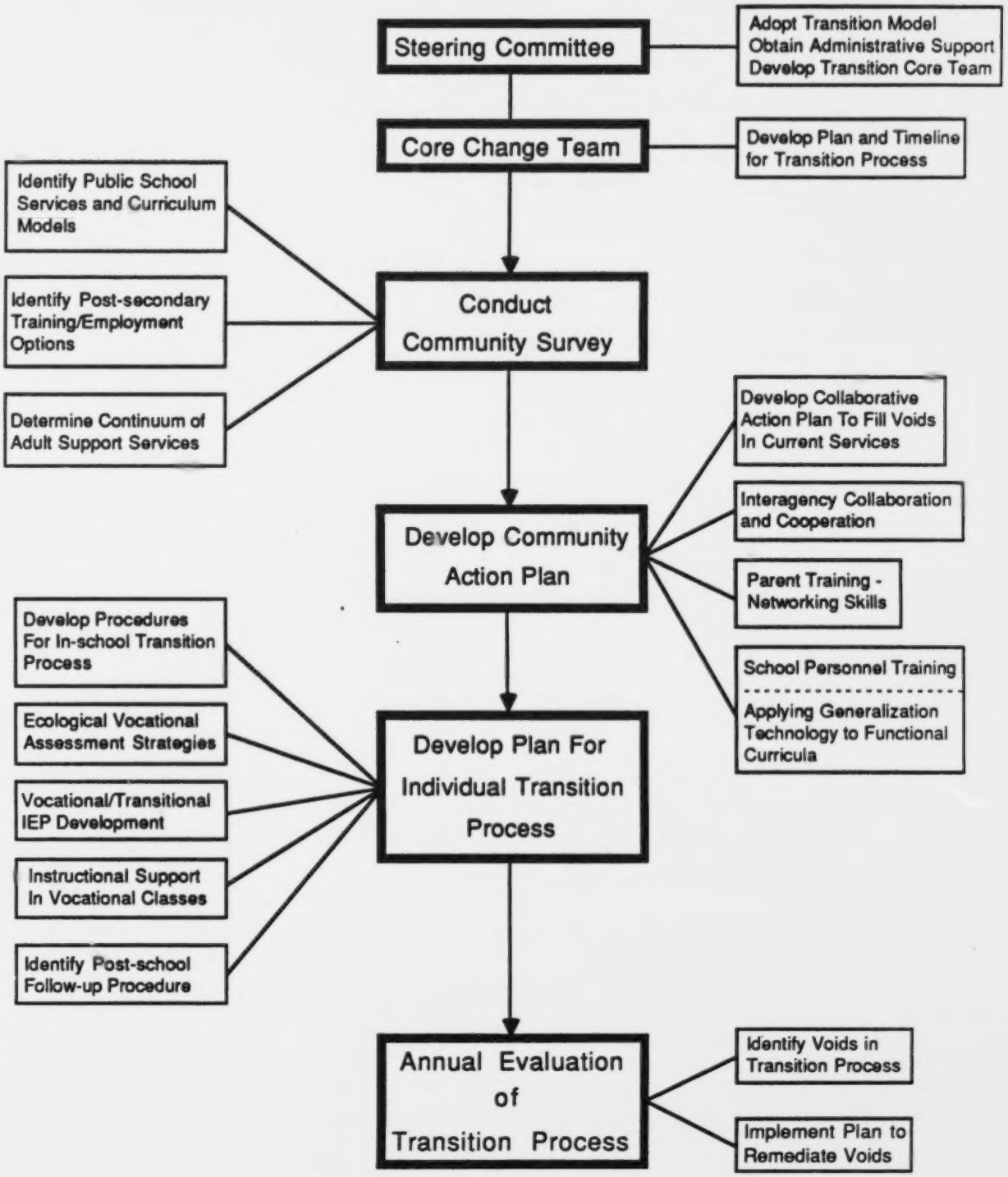
Accordingly, the goal of transitional programming is to assist individuals with disabilities to build a bridge between secondary school environments and post-secondary training and/or employment opportunities. Facilitating this goal will require a major realignment of educational priorities not only within OSERS, but within state Local Education Agencies (LEAs) as well.

Although OSERS' view of transition does not deny the public school's role in preparing individuals with disabilities for high school graduation, it does suggest an extrapolation of this role which extends beyond high school into the continuum of post-secondary training, employment, and adult service options. The public school,

however, cannot and should not assume total responsibility for eliminating the voids which often inhibit individuals with handicaps from making a smooth transition from school to working life. Public schools need to collaborate with other agencies since transition is not solely the public school's responsibility, nor can all the services that promote transition be provided within the schools (Stodden & Boone, 1987; Gillet, 1985). The need exists, therefore, for a more systematic approach to transition which addresses the active recruitment and subsequent collaboration among community members including agency representatives, school personnel, parents, adult service providers, students, and employers. Figure 1 presents a six-stage model designed to address the needed collaborative community based transition process. Since schools have both a legal and ethical obligation to prepare students for their future, Hardman and McDonnell (1987) advocate that the primary responsibility for coordinating transitional planning procedures remains with the school. Thus, the initial planning for implementing the collaborative community based transition model should be conducted by school personnel. The primary goal of the model is to facilitate the cooperative planning required for successful school-to-work transition of individuals with disabilities. These planning procedures are outlined in the early stages of the model by an internal steering committee.

Figure 1

DEVELOPMENT OF A COLLABORATIVE TRANSITION MODEL


Steering Committee
Adopt Transition Model
Obtain Administrative Support
Develop Transition Core Team
Core Change Team
Develop Plan and Timeline for Transition Process
Identify Public School Services and Curriculum Models
Identify Post-secondary Training/Employment Options
Determine Continuum of Adult Support Services
Conduct Community Survey
Develop Collaborative Action Plan To Fill Voids In Current Services
Interagency Collaboration and Cooperation
Parent Training - Networking Skills
School Personnel Training
Applying Generalization Technology to Functional Curricula
Develop Community Action Plan
Develop Procedures For In-school Transition Process
Ecological Vocational Assessment Strategies
Vocational/Transitional IEP Development
Instructional Support In Vocational Classes
Identify Post-school Follow-up Procedure
Develop Plan For Individual Transition Process
Annual Evaluation of Transition Process
Identify Voids in Transition Process
Implement Plan to Remediate Voids

Developed by Rick Lombard

INTERNAL STEERING COMMITTEE

The entire transition process begins with the development of an internal steering committee. Ideally, this change team is comprised of a small but highly motivated group of individuals including school district personnel. Vortruba (1981) reports, organizing a change effort around a small team often generates the desired outcomes and influence with respect to well defined goals and objectives. The primary objective of this committee is to obtain the support and cooperation of school district administrators, local agency representatives, and parents. The collective support of these interests groups is vital to the success of all future planning efforts. Therefore, their commitment to the transition initiative must be established during the early stages of the model.

TRANSITION CORE TEAM

Once the steering committee has established a nucleus of administrative, agency, and parental support, a core team must be developed to plan and execute the remaining phases of the model. Composition of the transitional core team is dependent upon the continuum of public school, post-secondary, and supportive services available within the local community. Team membership should include but is not limited to: parents, rehabilitation personnel, school administrators, agency representatives, social services workers, special and vocational educators, post-secondary trainers, employers and individuals with disabilities. At this juncture, the steering committee merges with the larger core team which assumes the

complexities of community wide transitional planning and the development of a timeline for completion of the final four phases of the model.

COMMUNITY SURVEY

The initial responsibility of the core team is to evaluate the continuum of transitional options currently available within the community. Formal and informal assessment of public school services and curriculum models will enable the core team to determine if voids exist in relationship to in-school transitional programming. In addition, the availability of post-secondary training, employment, and support service options need to be assessed to determine the extent to which they are being utilized by individuals with disabilities.

COMMUNITY ACTION PLAN

After completing the community survey, the core team must analyze the data to determine where voids in the continuum of services currently exist. The survey, for example, may indicate that local rehabilitation services are readily available to individuals who are classified as learning disabled, but unavailable to persons with emotional disorders. While the core team will continue to promote rehabilitation services for the learning disabled population, it may determine that rehabilitation support for individuals with emotional disabilities is lacking and must, therefore, be addressed through community action.

After service voids have been identified, a community action plan is implemented to fill the voids. Public awareness activities such as parent training workshops, staff development seminars for

school personnel, and inservices for adult service providers can be utilized to reduce programming voids and increase community participation in the transition process. Critical areas to be addressed during this phase of the model include (a) interagency collaboration; (b) parent training for the transition process; and (c) school personnel training.

Interagency Collaboration

Will (1984) has outlined the need for comprehensive and cooperative transition planning between educational and community service agencies in order to develop needed services for high school graduates. Interagency collaboration must be promoted to ensure that students have awareness of and access to the appropriate complement of adult services at their point of departure from the public school setting (Kokoska & Brolin, 1985; Wehman, Kregel, & Barcus, 1985; Will, 1986; Stodden & Boone, 1987). Improved communication between secondary and post-secondary training programs must also be achieved if individuals with disabilities are to be properly prepared for the academic, vocational, and social demands of adult educational programs.

Parent Training

Parent involvement in transitional planning is another vital concern of the core team. Parent education activities can be successful in training parents to be effective advocates for their children, and knowledgeable consumers of the various services to which they are entitled. Wehman, Kregel, and Barcus (1985) have

identified three fundamental goals of parent training activities. These activities should:

1. Orient parents to the community agencies providing post-school services to handicapped individuals.

2. Familiarize parents with the specific responsibilities of special education, vocational education, vocational rehabilitation, and adult service programs in the vocational transition process.

3. Prepare parents to work with various agencies to develop transition plans and to apply for future services (p. 31).

Parents have a critical role to play in the transition process. They are the ultimate providers and advocates for their children and must, therefore, be given ample opportunity to be equal "collaborators" on the transition team (Goodall & Bruder, 1985).

School Personnel Training

The next major effort to be undertaken by the core team concerns the training of local school personnel. According to Wehman, Kregel, and Barcus (1985), schools are responsible for establishing the foundation for post-school success. Accordingly, schools must equip students with the daily living, personal social, occupational, and academic skills they will need to successfully adjust to independent living, post-secondary training, and ultimately, the world of work (Kokoska & Brolin, 1985: Ross, 1988: Sarkees & Scott, 1985). Educational forums such as staff development seminars, district inservices, courses, and conferences can be utilized to acquaint teachers with effective strategies for integrating these functional skills into the existing curricula.

INDIVIDUALIZED TRANSITION PROCESS

Individualizing the transition process to schools serving students with disabilities is the next major responsibility of the core team. During this phase of the model, the core team will collaborate with local school personnel to resolve the following issues: (a) identification of schools and students to be targeted for transition services during the initial stages of the process: (b) development of technical procedures for in-school transitional planning; and (c) development of the individual transition team.

Identification of Schools and Students for Transition

Until formal procedures are established within each local facility, it may be necessary to target a limited number of students for initial transition services. This can generally be accomplished by prioritizing the students in order of need and/or grade level. For example, students in their final year of high school are in critical need of immediate planning. To ensure successful transition, these students must receive information about post-secondary options and related agencies prior to graduation. Nevertheless, once the in-school transition procedures have been defined and the process becomes operational, all students with disabilities will be targeted for individualized transitional planning.

In-School Transitional Planning

The next technical concern for the core team is the identification, development, and implementation of a viable in-school transition process. When possible, this process should take

full advantage of existing procedures to reduce the degree of service replication. The essential components of in-school transitional planning include: (a) ecological vocational assessment procedures; (b) vocational/transitional IEP development; (c) instructional support for the vocational mainstream classes; and (d) procedures for post-school follow-up.

Ecological Vocational Assessment Procedures

In order for students with disabilities to be properly prepared for adult life and work, they must participate in secondary level courses which are consistent with their interests and post-school goals. Helping students to identify their interests and future goals is a primary function of ecological vocational assessment procedures. The core team can obtain funding for in-school assessment activities through the Carl D. Perkins Vocational Education Act (Public Law 98-524) of 1984.

This legislation was signed into law to make vocational education programs accessible to all individuals, including handicapped and disadvantaged persons. The passing of this act, coupled with the national transition initiative, has brought on a barrage of definitions, interpretations, and, yes, questions with respect to the spectrum of new services for special needs students enrolled in vocational education--including vocational assessment. Local Education Agencies (LEAs) must agree--when applying for these entitlement funds for the handicapped and disadvantaged--that the interests, abilities and special needs of each handicapped and

disadvantaged student will be assessed in regard to successful completion of the vocational education program (Maxam, 1985). This prescriptive requirement has generated a national re-examination of the intent, characteristics, and utility of the vocational assessment process.

Traditionally, vocational evaluation has been a procedure somewhat unique to the vocational rehabilitation field. Psychometric instruments such as work samples, psychological tests, occupational interest inventories, vocational aptitude batteries, and, in some situations, simulated job-tryouts, are administered to adult clients receiving rehabilitation services. In most cases, these evaluations are conducted to assist adults with disabilities in determining the appropriate match between their pool of interests, experiences, and abilities and a realistic training or employment opportunity. Although the evaluation procedures common to rehabilitation psychology continue to provide an invaluable service to adult clients in need of training, retraining and/or employment counseling, the rehabilitation model does not generalize to the public school scenario for the following reasons:

1. Many psychometric instruments used by rehabilitation personnel to evaluate occupational interests and vocational aptitude have not been standardized on school age persons;

2. Many instruments commonly used by rehabilitation professionals have not been standardized on persons with disabilities (Fuchs & Fuchs, 1985);

3. Many evaluation approaches often used in rehabilitation such as work sample testing and situational job tryouts are highly related to the world of work but do not reflect competencies found in high school vocational courses; and

4. The time constraints of the rehabilitation evaluation model (usually five to ten days) do not accommodate the programming demands of high school vocational courses which are usually one or two semesters in length.

Under the Carl D. Perkins guidelines, vocational assessment is to be conducted to assist handicapped or disadvantaged students successfully complete vocational courses or programs. Sarkees and Scott (1985) view vocational assessment as a "comprehensive process conducted over a period of time, involving a multi-disciplinary team with the purpose of identifying individual characteristics, education, training, and placement needs, which provides educators the basis for planning an individual's program" (p. 103). While the preceding definition certainly helps, there are many unanswered questions about assessment technology that will need to be addressed at the federal level if the spirit of the Carl D. Perkins Act is to become a national reality. Until then, however, individual states will continue to develop and pilot-test their own in-school vocational assessment approaches.

One such approach that is consistent with transitional programming and appears to accommodate state-of-the-art technology, comes from the state of Texas. The Texas model is considered to be

an ecological assessment model in that it provides for the collection and utilization of student information across the spectrum of physical, emotional, psychological, academic, and vocational domains. The collection of data is divided into three levels of assessment. Level I represents the analysis of existing information. Level II concerns the administration of formal and informal vocational interest and aptitude batteries, and Level III constitutes a comprehensive vocational evaluation similar to the rehabilitation model (Peterson & Hill, 1982).

Level I assessment is designed to provide a summary of pre-existing information about a student's abilities, level of performance, medical history, and other pertinent facts (Maxam, 1985). Due to the extensive records which must be kept on students with disabilities, a vast array of important data is often available without conducting additional testing. Information such as achievement scores, intelligence scores, medical history, attendance records, grades, sociological profiles, etc. is quickly accessed in the student's cumulative folder. Informal conferences with the student and/or parents can provide additional insight into the career goals, interests, and expectations of the child in question. If Level I assessment procedures generate sufficient data to plan the student's transition into appropriate junior high or high school vocational courses, then additional testing need not be done. If, however, Level I assessment does not yield sufficient interest and performance data, then Level II procedures should follow.

Generally, Level II assessment is only conducted to accommodate the planning voids remaining after Level I procedures have been completed. If, for example, Level I activities fail to define a student's vocational aptitude with respect to an area of high interest to the student, then formal Level II procedures would be engaged. In this example, a selected vocational aptitude battery or situational tryout in the lab setting itself may provide sufficient feedback to fill the void under discussion. Selection of Level II instruments, however, should be done carefully and with consideration to the validity of their usage with the special needs population.

An important diversion from the Texas model needs to occur at this juncture. The rationale for conducting the first two levels of assessment is centered around the need to develop a profile of the student's general interest, aptitude, learning styles, and career goals. This profile will enable the transition team to mainstream the student into vocational courses which are consistent with the student's future goals and abilities. While this is certainly a step forward, the student with disabilities must be the recipient of a continuous process of assessment services which are designed to ensure successful completion of the vocational program. This type of assessment is commonly known as Curriculum-Based Vocational Assessment (CBVA).

The CBVA approach, which is characterized by the use of informal assessment strategies to monitor a student's progress within the vocational mainstream, has received much attention during

the past several years by states struggling to comply with the Carl D. Perkins' guidelines. Albright and Cobb (1987) define CBVA as "a continuous process used to answer questions about the instruction and special service needs of individual students as they enter into and progress through specific vocational education programs" (p. 4).

Curriculum-Based Vocational Assessment typically occurs at the following stages: (a) just prior to vocational program placement; (b) during vocational program participation; and (c) just prior to the student's exit from the vocational program. CBVA strategies occurring just prior to placement in a vocational program are conducted to identify the following concerns: (a) entry level competencies (reading, vocabulary, safety, perceptual/motor); (b) type of instructional support needed by mainstreamed student (organizational, time management, notetaking, outlining, taped textbooks, modified tests); and (c) evaluation criteria (competency checklists, grading options).

The second CBVA stage occurs during the student's participation in the vocational program. Assessment strategies conducted during this period are intended to: (a) monitor the student's success in the vocational program; (b) determine the need for additional instructional accommodations; and (c) determine the need for alternative grading procedures.

The final stage of the CBVA process is implemented near the end of the secondary program and in preparation for successful transition into post-secondary training or employment environments. Assessment concerns addressed during this period include:

(a) identification of post-secondary training or employment options; (b) identification of entry-level competencies required by post-secondary option; (c) determination of adult service providers which can facilitate successful entry into post-secondary settings; (d) determination of continuum of support services available during placement in post-secondary setting; and (e) follow-up services to monitor appropriateness of post-secondary setting and independent living concerns.

The informal strategies which characterize the CBVA approach can be effectively implemented through the collaborative efforts of vocational and special education personnel. Vocational educators are content experts with respect to the specific ompetencies that provide both entry and exit level program criteria. Special educators, however, possess the instructional knowledge required to facilitate the student's successful participation within the vocational program. The direct involvement of these personnel will ensure that the information derived from assessment activity is closely linked to the requirements of the local program and that the important concerns of instructional and special services personnel are being answered in a direct, efficient, and collaborative manner (Albright & Cobb, 1987).

For many students with mild/moderate disabilities, Level I, Level II, and CBVA procedures will generate sufficient data from which effective vocational and transitional planning will result. Other persons, including those with severe disabilities, will require a comprehensive evaluation similar to the rehabilitation model

described earlier. Level III vocational assessment includes a more formal assessment of skills through the use of standardized instruments, work samples, situational vocational course tryouts and formal observation of work behavior (Peterson & Hill, 1982). Level III procedures are usually conducted in formal rehabilitation settings by well-trained evaluation specialists. Consequently, the applicability of Level III assessment to public school settings is marginal at best (Cobb & Larkin, 1985).

Vocational/Transitional IEP Procedures

Another important in-school procedure that needs to be addressed by the core team concerns the development of Individual Transition Plans (ITPs). A major outcome of vocational assessment procedures and other transitional planning efforts is the development of a written transition plan for each student with disabilities. The purpose of this document is to identify instructional, agency, and follow-up provisions relevant to the student's future training and employment goals. Input from parents, vocational teachers, agencies, employers, and students must be utilized to ensure the development of a document that addresses the complexities of school-to-work transitional planning.

> While in school, the transition plan can be considered a section of the student's Individual Educational Plan (IEP). After leaving school, the plan can be a component of a client's Individual Written Rehabilitation Plan (IWRP), if he or she is receiving services from vocational rehabilitation, or part of the individualized services plan of a social service agency (Wehman, Kregel, & Barcus, 1985, p. 30).

Moreoever, it is reasonable to suggest that formal transitional planning begin prior to the student's junior year in high school. This will allow the individual transition team sufficient time to establish the interagency network needed to usher the student into an appropriate post-secondary training or employment environment.

Instructional Support

The third procedural concern of the core team is to determine the type of vocational programming that best prepares the secondary student for post-school training and/or employment. A recent Oregon study, conducted to determine secondary vocational course offerings for students with disabilities, revealed that 25 percent of the special education teachers had no involvement in the vocational education of their students. Moreover, over half of the teachers reported that vocational education areas such as service occupations and machine trades were not available to their students (Halpern, 1984). It is obvious that students with disabilities deserve full and complete access to secondary vocational programs. Accordingly, the vocational teacher must have additional support from the special educator to ensure student success (Asselin, 1987). While some support can be offered in the traditional resource room setting, the greatest demand is within the vocational classroom itself. The type of support needed in the vocational mainstream setting includes: instructional modifications, equipment adaptations, safety concerns, testing alternatives, grading options, organizational issues, etc.

Post-School Follow-Up Procedures

Development of formal post-school follow-up procedures represents the final in-school responsibility of the transition core team. Specific steps should be taken to ensure that graduates are performing successfully in post-secondary environments. Thus, core team members must work cooperatively with school guidance personnel in evaluating the extent to which students are adapting to social, educational, community, and work environments.

Composition of Individual Transition Teams

After procedures for in-school planning have been outlined by the core team, individual transition teams within each targeted facility must be identified. Like multidisciplinary teams, the composition of individual transition teams is dependent upon the divergent needs of the student being served. It is essential that adult service providers, parents, vocational teachers, students, guidance personnel, and representatives of post-secondary training and/or employment programs be active members of the individual transition teams.

ANNUAL EVALUATION

Following the implementation of transitional initiatives within each targeted school, the core team must conduct a formal evaluation of the entire school-to-work transition process. In addition to reviewing the in-school operational procedures, follow-up data shall be examined to determine the number of students with disabilities who have been successfully placed in appropriate

post-secondary training or employment settings. A formal review of the on-going support services being made available to these individuals is an essential component of the evaluation process.

SUMMARY

This paper has presented a collaborative planning model that can be used to successfully transition students with mild/moderate disabilities from school to post-secondary training and/or employment environments. The ultimate goal of cooperative transitional programming efforts is to identify, cultivate, and then capitalize on the strengths of all individuals with special needs. We know the rich rewards of being independent, capable, and active participants in the world of work. These rewards can be shared on a more equitable basis with the special needs population if we focus our collective attention upon their preparation for an independent and successful future.

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APPENDIX A

Janesville Transition Core Team

The following Missour LINC Community Surveys have been adapted for use in Wisconsin Districts by the Janesville Transition Core Team.

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APPENDIX B

Revised Missouri LINC Community Surveys

SPECIAL EDUCATION STAFF SURVEY

1. Name _____

2. Program _____

   School _____

3. Classification of student you work with:

   ___ 1. Learning Disabled (LD)
   ___ 2. Educable Mentally Handicapped (EMR)
   ___ 3. Behaviorally Disordered (ED)
   ___ 4. Other, please specify _____

4. Number of students you work with? _____

5. Grade levels _____

6. Are you involved in the decision to have students placed in your class/program?

   ___ yes ___ no ___ sometimes

7. Do you attend your students' IEP meetings?

   ___yes ___ no ___ sometimes

8. Do you encourage your students to attend their IEP meetings?

   ___ yes ___ no ___ sometimes

9. Are vocational teachers, vocational evaluators, and/or vocational resource educators encouraged to attend your students' IEP meetings?. (i.e., anyone involved in your students' educational program)

   ___ yes ___ no ___ not applicable

10. Do you have knowledge of your students' vocational interests and abilities before the IEP meeting?

    ___ yes ___ no ___ not applicable

11. Within your students' IEPs, are there objectives that prepare a student for a vocational class?

    ___ yes ___ no ___ sometimes

12. Are there vocational objectives in the IEPs for students who are receiving vocational training?

    ___ yes ___ no ___ sometimes ___ not applicable

13. Do you arrange any of the following activities for your students?

___ 1. vocational evaluation
___ 2. career exploration
___ 3. tours or discussion of vocational classes

14. Please indicate with a check which of the following you are knowledgeable about:

___ 1. DVI vocational classes
___ 2. JTPA special education work coordinator
___ 3. Special education vocational assessment coordinator
___ 4. Division for Vocational Rehabilitation services
___ 5. Entry level skills for transition to Blackhawk Tech or other post secondary environments
___ 6. Career education
___ 7. DVI course competency checklist
___ 8. Contents and purpose of IEP

15. Do you feel you are knowledgeable enough of the above mentioned options to counsel handicapped students about them?

___ yes ___ no

16. Do you communicate regularly with vocational instructors who teach your students?

___ yes ___ no ___ not applicable

17. Do you communicate regularly with the EEN teachers about your students who are in vocational classes?

___ yes ___ no ___ not applicable

18. Do you communicate regularly with the JTPA and V.E.P. about your students who are in the Cooperative School Work Program?

___ yes ___ no ___ not applicable

19. Which of the following do you include in your IEP?

___ 1. socialization skills
___ 2. daily living skills
___ 3. job seeking skills
___ 4. employment and vocational objectives

20. Do you feel the communication between vocational and special education programs could be improved?

___ yes ___ no

21. If yes, what type of networking activities would you like to see between vocational education and special education to improve communication? (please list)

_____

_____

22. What percentage of your students have jobs?

___ 1. 0-25
___ 2. 26-50
___ 3. 51-75
___ 4. 76-99
___ 5. All
___ 6. Not applicable
___ 7. Not aware

23. What percentage of your students do you feel would benefit from a work experience program?

___ 1. 0-25
___ 2. 26-50
___ 3. 51-75
___ 4. 76-99
___ 5. All

24. What percentage of your students receive vocational training (modified or regular vocational class)?

___ 1. 0-25
___ 2. 26-50
___ 3. 51-75
___ 4. 76-99
___ 5. All
___ 6. Not applicable

25. What percentage of your students do you feel would benefit from vocational classes?

___ 1. 0-25
___ 2. 26-50
___ 3. 51-75
___ 4. 76-99
___ 5. All

26. What could be done to secure more jobs for your students?

27. Which of the following services are you aware of?

Jobs	General Assistance
___ 1. Division of Vocational Rehabilitation (DVR)	___ 1. Group Homes
___ 2. Job Training Partnership Act (JTPA)	___ 2. Social Security
___ 3. Private employment agency	___ 3. Developmental Disabilities
___ 4. Other, please specify _____	___ 4. Social Services
	___ 5. Other, please specify _____

28. What services do you feel public schools should provide for handicapped students in their transition from school to work? (Please be as specific as possible.)

29. What services does Rock County need in order to better assist handicapped students in transition from school to work?

30. Some elements of vocational education are considered RELATIVELY more important than others. Please rank the following elements of vocational education in order from 1 (the most important) to 5 (the least important). Each element must have a different rank.

___ 1. academic skills (reading, writing and math)

___ 2. work experience (actually had a job)

___ 3. communication skills (ability to express yourself to others)

___ 4. work attitude and human relations skills (getting along with others, dependability, etc.)

___ 5. vocational and technical knowledge and skills (mastery of technical skills)

31. If you feel that your concerns about transition have not been addressed in any of the questions, please list these concerns.

VOCATIONAL EDUCATION SURVEY

1. Name _____

2. Program _____

3. School _____

4. Number of special needs students you work with? _____

5. Grade levels _____

6. Who informs special needs students about your class/program as an option for them?

___ a. special education teacher
___ b. advisory group teacher
___ c. special education vocational assessment coordinator
___ d. school counselor
___ e. myself
___ f. other, please specify _____

7. Do you participate in the placement decision of special needs students in your class/program?

___ yes ___ no ___ sometimes

8. Please indicate with a check which of the following you are knowledgeable about:

___ a. Designated Vocational Instructor
___ b. JTPA/special education work coordinator
___ c. Special Education Vocational Assessment Coordinator
___ d. Division for Vocational Rehabilitation services
___ e. entry skills for transition to Blackhawk Tech or other post secondary environments
___ f. career education
___ g. Designated Vocational Instructor course competency checklist
___ h. contents and purpose of the IEP

9. Do you feel you are knowledgeable enough of the above mentioned programs to counsel special needs students on class/program options?

___ yes ___ no

10. Are you invited to attend Individual Education Program (IEP) meetings?

___ yes ___ no ___ sometimes

11. If you do attend the IEP meetings, do you have knowledge of the students' vocational interests and abilities before the meetings?

___ yes ___ no

12. Are there vocational objectives in the IEPs for special needs students who are in your vocational classes?

___ yes ___ no ___ sometimes ___ don't know

13. If there are vocational objectives in the IEP, are you involved in writing them?

___ yes ___ no

14. Do you communicate regularly with special education teachers about the special needs students in your classes?

___ yes ___ no

15. If no, why not?

16. Do you communicate regularly with the special education staff about the special need students in your classes?

___ yes ___ no

17. If no, why not?

18. Do you feel the communication between vocational and special education programs could be improved?

___ yes ___ no

19. If yes, what type of networking activites would you like to see between vocational education and special education to improve communication? (please list)

20. What work related experience do you feel a special needs student would benefit from beside your class?

21. Do you feel that a work experience program in a related field should be provided after completion of your class?

___ yes ___ no

22. What do you feel could be done to secure more jobs for your special needs students?

23. Are you aware of funds/services/programs available to assist special need students in making the transition from school to work?

___ yes ___ no

24. Which of the following services are you aware of?

Jobs

___ 1. Division of Vocational Rehabilitation (DVR)
___ 2. Job Training Partnership Act (JTPA)
___ 3. Wisconsin Job Service
___ 4. Private employment agency
___ 5. Other, please specify

_____

General Assistance

___ 1. Group Homes
___ 2. Social Security
___ 3. Developmental Disabilities
___ 4. Other, please specify

_____

25. What services do you feel public schools should provide for special needs students in their transition from school to work? (please be as specific as possible.)

26. What services does the community need to provide in order to better assist handicapped students in transition from school to work?

27. Some elements of vocational education are considered RELATIVELY more important than others. Please rank the following elements of vocational education in order from 1 (the most important) to 5 (the least important). Each element must have a different rank.

___ 1. academic skills (reading, writing and math)
___ 2. work experience (actually having had a job)
___ 3. communication skills (ability to express yourself to others)
___ 4. work attitude and human relations skills (getting along with others, dependability, etc.)
___ 5. vocational and technical knowledge and skills (mastery of technical skills)

28. If you feel that your concerns about student transition to the world of work have not been addressed in any of the questions, please list these concerns.

PARENT SURVEY

A. PROJECTED LIVING ENVIRONMENT

1. After your son/daughter graduates, do you feel he/she will most likely live

___ a. at home
___ b. in a group home
___ c. in a foster home
___ d. in an independent supported apartment
___ e. in an institution

2. After graduation, do you feel that your son/daughter will most likely be supported by

___ a. Social Security/SSI/Medical Assistance
___ b. his or her wages
___ c. general relief
___ d. your financial support
___ e. community integration money
___ f. community option money
___ g. a combination of the above

3. After graduation, do you feel that your son/daughter will most likely travel by

___ a. bicycle
___ b. city bus
___ c. his/her own car
___ d. your family car
___ e. walk
___ f. Care-a-van
___ g. City cab
___ h. hitch hike

4. Which of the following adult Special Needs Service Providers have you become aware of?

___ a. New Concepts
___ b. Gershwin
___ c. Developmental Disabilities Counseling
___ d. D.D. Board 51.347
___ e. VCP Independent Living
___ f. Kandu Industries
___ g. Rental Assistance
___ h. Handicapped Bus Pass
___ i. Handicapped Fishing License
___ j. Respite Care
___ k. Association for Retarded Citizens
___ l. Department for Vocational Rehabilitation
___ m. Special Olympics

5. Which of the following Adult Special Needs Service Providers have you contacted for information?

___ a. New Concepts
___ b. Gershwin
___ c. Developmental Disabilities Counseling
___ d. D.D. Board 51.437
___ e. VCP Independent Living
___ f. Kandu Industries
___ g. Rental Assistance
___ h. City Transportation
___ i. City Hall
___ j. Respite Care
___ k. Association for Retarded Citizens
___ l. Department for Vocational Rehabilitation
___ m. Special Olympics
___ n. Home Companion Services

6. Which of the following services have been made available to your son/daughter as he/she has progressed through school?

___ a. Physical Therapy
___ b. Occupational Therapy
___ c. Speech Therapy
___ d. Psychological Testing
___ e. Individual and family counseling (by school psychologist)

7. How comfortable would you be with your son/daughter living in his/her own supported environment?

___ a. Very comfortable
___ b. Moderately comfortable
___ c. Uncomfortable
___ d. Very uncomfortable
___ e. Don't have enough information to make a decision

8. After graduation do you feel that your son/daughter will probably

___ a. get married
___ b. have boy/girl friend but no marriage
___ c. have children
___ d. have very little romantic or social contact with opposite sex

9. After graduation do you feel that your involvement with your son/daughter will.....

___ a. pretty much stay the same
___ b. increase moderately
___ c. decrease moderately
___ d. decrease drastically

10. In what areas do you feel you have been especially helpful in preparing your son/daughter for life after graduation?

___ a. washing, dressing, feeding self
___ b. learning safe travel
___ c. preparation of food
___ d. cleaning house
___ e. sex education
___ f. drug education
___ g. management of money
___ h. how to avoid potentially dangerous situations
___ i. how to plan leisure time activities
___ j. how to get along with people
___ k. vocational planning
___ l. realistic goal setting
___ m. how to contact help if needed
___ n. how to shop
___ o. how to be as independent as possible

11. After graduation, which of the following leisure/recreational activities would your son/daughter benefit from and enjoy?

___ a. fishing/hunting
___ b. water sports
___ c. Special Olympics
___ d. church related activities
___ e. activities limited to handicapped people
___ f. horse back riding
___ g. camping
___ h. winter sports
___ i. The Arts
___ j. bowling
___ k. social functions, eg. parties, visiting friends
___ l. music and television

12. After graduation, how often do you feel your son/daughter will participate in any of the above activities?

___ a. frequently
___ b. moderately
___ c. infrequently

13. If your son/daughter lived independently in the community, do you feel the risk for sexual, physical or financial exploitation is...

___ a. high
___ b. normal
___ c. low

14. In surveying your own knowledge and feelings concerning the issues which pertain to your son/daughter, how well do you feel you are prepared to deal with the future?

___ a. well prepared and knowledgeable
___ b. somewhat anxious and undecided
___ c. unprepared and anxious
___ d. praying for a miracle

15. In working with professionals, which agencies have you found particularly helpful in working with your son/daughter?

___ a. Association for Retarded Citizens
___ b. Developmental Disabilities Board
___ c. Kandu
___ d. School system
___ e. Department of Vocational Rehabilitation
___ f. Developmental Disabilities Counseling (Social Workers)

16. To date, which has been your greatest source of information concerning services available to your son/daughter?

___ a. newspapers, media
___ b. friends
___ c. school officials, teachers
___ d. relatives
___ e. found out by accident
___ f. don't have information

17. Which fears or anxieties do you have which would prevent your son/daughter from living in a support living environment in the community?

___ a. fears of exploitation
___ b. too vulnerable
___ c. won't take good care of self
___ d. will become sexually active
___ e. will get invovled with chemicals
___ f. can't shop on own
___ g. can't manage money
___ h. has no furniture
___ i. not really ready yet
___ j. has been too dependent

PUPIL SERVICES STAFF SURVEY

1. Name _____

2. Program _____

   School _____

3. Classification of student you work with:

   ___ 1. Learning Disabled (LD)
   ___ 2. Educable Mentally Handicapped (EMR)
   ___ 3. Behaviorally Disordered (ED)
   ___ 4. Other, please specify _____

4. Approximate number of EEN students you work with? _____

5. Grade levels _____

6. Are you involved in placement decisions for Exceptional Educational Needs (EEN) students?

   ___ yes ___ no ___ sometimes

7. Do you attend IEP meetings for EEN students?

   ___ yes ___ no ___ sometimes

8. Do you encourage your students to attend their IEP meetings?

   ___ yes ___ no ___ sometimes

9. Are vocational teachers, vocational evaluators, and/or vocational resource educators encouraged to attend your students' IEP meetings? (i.e., anyone involved in your students' educational program)

   ___ yes ___ no ___ not applicable

10. Do you have knowledge of your students' vocational interests and abilities before the IEP meeting?

    ___ yes ___ no ___ not applicable

11. Do you arrange any of the following activities for your students?

    ___ 1. vocational evaluation
    ___ 2. career exploration
    ___ 3. tours or discussion of vocational classes

12. Please indicate with a check which of the following you are knowledgeable about:

___ 1. Designated Vocational Instructor vocational classes
___ 2. Job Training Partnership Act (JTPA) special education work coordinator
___ 3. Special education vocational assessment coordinator
___ 4. Division for Vocational Rehabilitation services
___ 5. Entry level skills for transition to Blackhawk Tech or other post secondary environments
___ 6. Career education
___ 7. DVI course competency checklist
___ 8. Contents and purpose of IEP

13. Do you feel you are knowledgeable enough of the above mentioned options to counsel handicapped students about them?

___ yes ___ no

14. Do you communicate regularly with vocational instructors who teach your students?

___ yes ___ no ___ not applicable

15. Do you communicate regularly with the EEN teachers about your students who are in vocational classes?

___ yes ___ no ___ not applicable

16. Do you communicate regularly with the JTPA and Vocational Exploration Program (V.E.P.) person about your students who are in the Cooperative School Work Program?

___ yes ___ no ___ not applicable

17. Do you feel the communication between Pupil Services personnel and Special Education programs could be improved?

___ yes ___ no ___ not applicable

18. If yes, what type of networking activities would you like to see between Pupil Services and Special Education to improve communication? (please list)

19. What percentage of your students have jobs?

___ 1. 0-25
___ 2. 26-50
___ 3. 51-75
___ 4. 76-99
___ 5. All
___ 6. Not applicable
___ 7. Not aware

20. What percentage of your students do you feel would benefit from a work experience program?

___ 1. 0-25
___ 2. 26-50
___ 3. 51-75
___ 4. 76-99
___ 5. All

21. What percentage of your students receive vocational training (modified or regular vocational class)?

___ 1. 0-25
___ 2. 26-50
___ 3. 51-75
___ 4. 76-99
___ 5. All
___ 6. Not applicable

22. What percentage of your students do you feel would benefit from vocational classes?

___ 1. 0-25
___ 2. 26-50
___ 3. 51-75
___ 4. 76-99
___ 5. All

23. What could be done to secure more jobs for your students?

24. Which of the following services are you aware of?

Jobs	General Assistance
___ 1. Division of Vocational Rehabilitation (DVR)	___ 1. Group Homes
___ 2. Job Training Partnership Act (JTPA)	___ 2. Social Security
___ 3. Private employment agency	___ 3. Developmental Disabilities
___ 4. Other, please specify _____	___ 4. Social Services
	___ 5. Other, please specify _____

25. What services do you feel public schools should provide for handicapped students in their transition from school to work? (Please be as specific as possible.)

26. What services does Rock County need in order to better assist handicapped students in transition from school to work?

27. Some elements of vocational education are considered RELATIVELY more important than others. Please rank the following elements of vocational education in order from 1 (the most important) to 5 (the least important). Each element must have a different rank.

___ 1. academic skills (reading, writing and math)

___ 2. work experience (actually had a job)

___ 3. communication skills (ability to express yourself to others)

___ 4. work attitude and human relations skills (getting along with others, dependability, etc.)

___ 5. vocational and technical knowledge and skills (mastery of technical skills)

28. If you feel that your concerns about transition have not been addressed in any of the questions, please list these concerns.

POST SECONDARY TRAINING SURVEY

1. Do you currently provide support services to students with any of the following handicapping conditions?

___ Learning Disabilities
___ Behavior Disorder
___ Mental Retardation
___ Visual Impairment
___ Physical Impairment
___ Speech/Hearing Impairment
___ Epilepsy

2. What types of support services are provided to EEN adults?

___ a. taped textbooks
___ b. vocational assessment
___ c. tutoring services
___ d. vocational/career counseling
___ e. placement and follow-up services/job finding assistance
___ f. Braille services
___ g. Other (Please explain): _____

_____

3. What types of instructional support are provided to EEN adults?

___ a. Adapted classes
___ b. Academic remedial support
___ c. Social support groups
___ d. Alternative testing
___ e. Other (Please explain): _____

_____

4. What types of related community support are provided to EEN adults?

___ a. DVR
___ b. Grants/scholarships
___ c. Transportation
___ d. Housing services
___ e. Other (Please explain): _____

_____

5. Are there any modifications made to the regular admission requirements to accommodate the enrollment of individuals with handicapping conditions?

___ yes ___ no

Please explain: _____

_____

6. Do you currently provide an orientation/recruitment program for individuals with handicapping conditions within your district?

___ yes ___ no

Please explain: _____

_____

7. (a.) What programs does your institution presently offer that are appropriate for individuals with handicapping conditions?

Please List: _____

_____

_____

(b.) What programs does your institution offer that would be appropriate for individuals with handicapping conditions give some degree of modification?

Please List: _____

_____

_____

(c.) What program does your institution offer that would not be appropriate for individuals with handicapping conditions?

Please List: _____

_____

_____

EMPLOYER SURVEY

1. Have you ever employed an individual with a handicap such as a visual impairment, physical impairment, auditory impairment, mental deficit or a learning disability?

   ___ yes ___ no

2. Have you ever been contacted about employing a handicapped individual who has successfully completed a vocational training program that would qualify them for employment at your business?

   ___ yes ___ no . If yes, by whom? _____

3. Given adequate support from the school, would you consider providing a work experience opportunity for a handicapped student who was properly trained?

   ___ yes ___ no

4. Would you attend a workshop given for businesses designed to inform you of the advantages of hiring a handicapped individual, financial and personnel support available when hiring a handicapped person, and information about various handicapping conditions?

   ___ yes ___ no

5. What services would you like to see provided by the school and community to enhance the employability of handicapped students as they enter the labor market?

6. Some elements of vocational education are considered RELATIVELY more important than others. Please rank the following elements of vocational education in order from 1 (the most important) to 5 (the least important) according to how you see the importance. Each element must have a different rank.

   ___ 1. academic skills (reading, writing and math)
   ___ 2. work experience (actually having had a job)
   ___ 3. communication skills (ability to express yourself to others)
   ___ 4. work attitude and human relations skills (getting along with others, dependability, etc.)
   ___ 5. vocational and technical knowledge and skills (mastery of technical skills)